

Essential Standards Chart

Department: Agriculture & Natural Resources, Technology & Engineering, Business & Information Technology, Family & Consumer Sciences

Course: Youth Apprenticeship

Teacher: Troy Talford

Essential Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
<i>What are the essential standards to be learned? Describe in student-friendly language.</i>	<i>What does proficient student work look like? Provide an example and/or description.</i>	<i>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</i>	<i>What assessment(s) will be used to measure student mastery?</i>	<i>When will this essential standard be taught? unit/topic/book</i>	<i>What will we do when students have learned the essential standard(s)?</i>
I can display responsibility, self-esteem, sociability, self-management, leadership, integrity, and honesty, and extend these skills to facilitate working well with others.	-Students can be punctual at the workplace and carry out assigned tasks independently -Students can collaborate with a small group regarding course content.	-Vocab: soft skill, responsibility, self-esteem, sociability, self-management, leadership, integrity, and honesty	• Weekly Logs • Skill Checklists • Skill Checklist Reflection • MidTri Hours Check	All Essential Standards will be met throughout the entirety of the trimester and year.	For each standard, students will work with their workplace mentor to determine if they are meeting their workplace skills and have room for additional responsibilities.
I can examine the scope of career opportunities in and the importance of agriculture / technology / engineering to the economy in order to make informed career choices.	-Students can connect skills to careers -Students can evaluate careers related to their pathway of focus	-What are careers -General knowledge of local community	• Weekly Logs • Skill Checklists • Skill Checklist Reflection • MidTri Hours Check		
I can investigate the necessity and identify	-Students show growth in skill	-Basic components of a portfolio	• Weekly Logs • Skill Checklists		

the procedures for developing a career portfolio as a part of connecting classroom content with real-world situations and documenting progress on skill development.	development over the course of a year -Students can create a resume & cover letter -Students can document their time and learning -Students can utilize vocabulary learned on the jobsite	(resume, cover letter, sample work, etc.) -How to career development resources -Direction following	• Skill Checklist Reflection • MidTri Hours Check		
I can examine the scope of career opportunities in and the importance of those careers to the economy in order to be able to make informed career choices.	-Students can identify skills necessary to be employed in a specific career -Students can measure their skill development growth	-What is a skill -What is time management -Be able to have independent conversations with mentors	• Weekly Logs • Skill Checklists • Skill Checklist Reflection • MidTri Hours Check		
I can recognize the importance of responsibility as it relates to acquiring a job.	-Students can defend their work -Students can properly demonstrate how to specific job skills independently which are related to their pathway	-What is responsibility What is reliability	• Weekly Logs • Skill Checklists • Skill Checklist Reflection • MidTri Hours Check		
I can demonstrate and be skillful in workplace relevant skills in order to improve employability.	-Students utilize proper vocabulary as it relates to a specific career path	-What are applications in a specific pathway -What is constructive criticism	• Weekly Logs • Skill Checklists • Skill Checklist Reflection • MidTri Hours Check		